Revised

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: _X Elementary __ Middle __ High __ K-12

Name of Principal Mr. Joseph Kettwig

Official School Name Henry P. Mohr Elementary School

School Mailing Address 3300 Dennis Drive
Pleasanton, CA 94588-8397

County Alameda School Code Number*01 75101 6114318

Telephone (925) 426-4256 Fax (925)484-9430

Website/URL www.pleasanton.k12.ca.us/mohr E-mail jkettwig@pleasanton.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. John Casey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pleasanton Unified School District Tel. (925) 426-4301

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Juanita Haugen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

9	Elementary schools
3	Middle schools
0	Junior high schools
3	High schools
0	Other
15	TOTAL

2. District Per Pupil Expenditure: $6857

   Average State Per Pupil Expenditure: $6822

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 7 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	64	43	**107**	**8**			
1	45	56	**101**	**9**			
2	60	40	**100**	**10**			
3	74	46	**120**	**11**			
4	54	45	**99**	**12**			
5	69	62	**131**	**Other**			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				658

6. Racial/ethnic composition of the students in the school:

42 % White
2 % Black or African American
6 % Hispanic or Latino
49 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	33
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	48
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1 (same as in #5 above)	688
(5)	Subtotal in row (3) divided by total in row (4)	0 .12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 20%
132 Total Number Limited English Proficient

Number of languages represented: 19
Specify languages: Portuguese, Mandarin, Cantonese, Korean, Vietnamese, Spanish, Italian, Russian, Pilipino, Punjabi, Hindi, Japanese, Indonesian, French, Serbo-Croatian, Farsi, Gujarati, Urdu, Turkish

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 16

10. Students receiving special education services: _____11%
_____73 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__4_Autism	_____Orthopedic Impairment
____Deafness	___2_Other Health Impaired
____Deaf-Blindness	__10_Specific Learning Disability
__1_Hearing Impairment	__55_ Speech or Language Impairment
____Mental Retardation	_____ Traumatic Brain Injury
____Multiple Disabilities	___1_Visual Impairment Including Blindness
	_____Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	_____1___	____1____
Classroom teachers	____28___	_____
Special resource teachers/specialists	_____4 __	____3____
Paraprofessionals	_____ ___	____5____
Support staff	_____4___	____2____
Total number	_____37__	____11___

12. Average school student-"classroom teacher" ratio: __25:1_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	98%	97%	98%
Daily teacher attendance	91%	89%	90%	91%	N/A%
Teacher turnover rate	13%	6%	17%	10%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Part of one of the most forward-thinking and progressive districts in California, Henry P. Mohr Elementary School represents everything that is good about the Pleasanton Unified School District. Located in a scenic coastal valley east of the San Francisco Bay, Mohr School is one of fifteen public schools in a middle class suburban city of 60,000. Pleasanton has a rich history, dating back to the Spanish land grant era of California history. Mohr itself is built on land that was once part of a land grant. Quality schools, combined with its proximity to the financial centers of San Francisco, research facilities at the Lawrence Livermore National Laboratory, and Silicon Valley have made Pleasanton a desirable community for families.

Mohr is somewhat unique in Pleasanton. Opened in the 1997-98 school year, in a new neighborhood, it boasts a history that includes very high performance and cutting-edge instruction for students. Our population of students and parents is the most diverse of any school in the area. Parents, and their generous volunteerism, are true partners in the success of our school. Our staff defines the term "team" in their passion for quality education. Our mascot, the eagle, is a big part of our mission. Our motto is "Soar at Mohr." Our efforts are committed to helping children soar academically, socially and personally.

In the eight years of education at Mohr, the school has been recognized twice by the State of California Department of Education as a Distinguished School. This award signifies that our performance is among the highest 5-10% of the over 5,000 schools in the state. Schools are eligible every four years to receive this award. We were recognized in 2000 and 2004. Our efforts to have the best educational programs often see teachers developing new programs and materials to supplement standards-based materials to meet the needs of our high achieving students.

Mohr's student population is very diverse. The mixture of students is about half White/Non-Hispanic and half Asian. Our Asian population is further diversified among the many cultures throughout Asia and South Asia. Nineteen languages are spoken at Mohr in addition to English. This rich diversity is celebrated in many ways throughout the year.

The feature of Mohr most often recognized is our parent involvement. We log the hours of volunteerism each year. Totals range from 15,000 to 25,000 hours per year of parents working to help keep Mohr a top-performing school. They recognize the expertise of the teaching staff, and want to help teachers to insure student success.

Our staff is a team. The teachers work tirelessly to coordinate instruction, articulate between grades, learn from each other, learn new strategies, and develop new materials. In our growth from a new school site, many new teachers have begun their careers at Mohr. They all talk about the strong feeling of "team" that they enjoyed as developing professionals. Administrative and classified staff also contribute heavily to making the "feel" of Mohr a positive one.

The development of a Community of Character is a major effort. Students participate in the Tribes program in every grade and classroom. This is a true school-wide effort that results in a spirit of respect, responsibility, self-discipline, honesty, compassion, and integrity.

All of the above features of Mohr School help to keep us at the forefront of California schools. Our state Academic Performance Index (API) ranks us at 944 out of 1000. A score of 800 is considered exemplary. We rank as a 10, the highest ranking in the similar schools ranking throughout the state.

Parents interested in enrollment at Mohr commonly tell us that their search for a place to live is often based on data they have researched. Mohr School reputation is reportedly well known in many countries in Asia from where many of our immigrant families come.

Mohr has a hefty reputation to uphold. Now that we have achieved a top status as a successful school, it is our obligation as a staff to insure that we keep that reputation. This requires hard work that is ongoing and ever-present. We feel that Mohr's nomination in the No Child Left Behind/Blue Ribbon School program is a well-deserved, though humbling honor.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment results

Henry P. Mohr Elementary School prides itself in the success of its students, both academically and as contributing members of a successful learning community. As our assessment data (see addendum) suggests, our students perform significantly higher than their peers on state criterion-referenced tests ("at or above proficient" on the California Standards Test, CST). Grades 2 through 5 students collectively perform at 83% at or above proficient in Reading/Language Arts and at 90% in Math. On the nationally-normed test administered annually (California Achievement Test, Edition 6) they record mean aggregate NPR's between the 76th percentile (Total Reading) and the 89th percentile (Total Math). This shows a close performance relationship between the criterion-referenced and nationally-normed assessments. California has placed a significantly higher importance on the standards-based, criterion-referenced testing. It is the main focus of our attention in determining areas of improvement in our curriculum.

We have been involved with the California State Testing and Reporting(STAR) program since 1999. Mohr School has continuously scored at the highest level in all subjects of the Pleasanton Unified School District, which is respected as one of California's leading districts for student achievement. This assessment data suggests not only high achievement across our student population, but also strong performance trends for our special populations. We have particular pride in the success of our English Language Learners. They have made continuous progress in each of the last three years, now showing criterion-referenced tests scores of 87% at or above the proficient level in Reading/Language Arts. Similarly, they have grown to the 93% level in Math. The population of "Students with Disabilities" also has shown criterion-referenced test scores well above state and district levels. This is particularly impressive to us because of the high level of change in the population being tested each year. Due to the success of our special education services, disabled students are achieving at a 51% proficiency rate in Reading/Language Arts and a 67% rate in Math. Both scores are significantly higher than non-disabled students throughout the state of California! Our number of Socio-Economic Disadvantaged students is such a small number as to not produce reportable numbers for comparison in our system every year.

The California Standards Test (CST) has been in existence for four years in Reading/Language Arts and three years in Mathematics. This criterion-referenced test reports scores for students sorted into one of five categories: far below basic, below basic, basic, proficient, and advanced. This data, along with a rubric is provided as an addendum.

Our total population performance levels are testimony to the success of the efforts of our educational program and the skill of our staff. In our third year of collecting data in math, Mohr's performance is impressive. As an aggregate, 90% of our students scored at or above proficient in Math in 2004, an 8 percentage point gain since 2001. Similarly, in Reading/Language Arts an 83% proficiency rate is up from 78% in 2001. In comparison to peers throughout California, Mohr students scored more than 100% higher in both subject areas.

The study and understanding of our test data is a critical part of our program discussions among staff members, our district, and our community. Even though our results are a source of pride for our community, we analyze them diligently to find areas of improvement. Our primary focus is at the individual student level. Our goal is to have every student at the proficient level in all subjects measured. Data drives our decisions about curriculum, but more importantly, the types of interventions that we establish for students not at the proficient level.

How assessment data is used at Mohr

At Mohr Elementary School, assessment data is used as an integral part of instruction. In our district and school, we perceive assessment as a "photo album" of student work, and not a "snapshot" of student progress. We use an array of formal and informal assessments to develop formative and summative data. Maximum student participation in the assessment process is encouraged by all staff members.

Formally, we administer norm-referenced tests (CAT/6, SAT/9) yearly in grades 2-5. We also administer our own criterion-referenced, standards-based assessments in reading and math three times yearly as part of our class-size reduction program. Formal writing samples are administered in grades 2-5 once each year. All K-1 students are screened for phonological awareness. Kindergarten students are screened individually on all standards three times each year to insure appropriate academic progress. Students demonstrating difficulties in acquiring the content of the curriculum may also receive diagnostic assessments by our Reading Specialist, Resource Specialist, Speech and Language Specialist, or our School Psychologist. Text-based and teacher-made assessments are also used to determine student progress.

We strive to balance these evaluative tools with curriculum-embedded assessments and other informal assessment tools. These performance-based assessments are benchmarked to our content standards. They include writing, reading fluency, reading comprehension, running records, portfolio assessments, physical education, problem-solving, student demonstrations and projects.

Our data is managed in a variety of ways. All district-required data is managed through the ARMS system, a relational database that allows us to view data in various forms. Upper grade teachers use a data management system called Edu-Soft, which is a site-based on-line collection and organizational tool that allows teachers to follow individual student mastery of standards. Teachers keep detailed portfolios of student work to track their development of skills. We use the data in three primary ways:

- To evaluate program effectiveness on a grade-by-grade and school-wide basis.
- To make programmatic decisions about the strength of curriculum and teaching methods that are driven by data.
- To identify individual student and subgroup weaknesses for purposes of corrective and remedial attention and to guide us in the development of support systems.

Teachers have at their disposal a wide variety of data to help them in making professional decisions about the effectiveness of the instructional program. Analysis of data coming from students is an on-going and constant process.

Communication of student performance to parents, students and the community

The Mohr community is very involved in the school program. Parents generally maintain a close connection to the classroom and, in turn, the teachers share information as frequently as necessary. We feel that it is very important to keep our community informed about student performance levels and assessment results. This is a very easy task for us because the information shared is so positive. As you will note (see data tables), our scores are high, and they continue to rise across the school population.

We provide multiple opportunities for our community to understand student performance and progress. Most prominent of the methods used are:

- Staff Communication—Our staff is open to meet with parents individually or in groups to explain the assessment process, the curriculum, standards, benchmarks and results. These opportunities include individual conferences, Curriculum Nights, parent education classes to understand the teaching strategies and results of teaching, and Principal presentation to parents.
- School Site Council—We have an elected body of 10 members (5 parent/community, and 5 staff) who represent their constituents in the development and monitoring of the school improvement efforts of the site. They receive detailed presentations from site and district personnel relative to student achievement. In collaboration, the Council use the data to develop goals, activities and benchmarks for student achievement.
- PTA Meetings—Monthly reports are given about the status of our school program, its successes and areas of need. The Mohr PTA is a staunch supporter of the staff efforts to provide the best education possible for their children. This generates financial support for site-based activities and materials to enhance instruction.

- *"The Eagle Express"*—Our monthly school-home communication newsletter features articles about the performance of our students, both formal and informal. This newsletter is available in hardcopy and on-line.
- *School Accountability Report Card*—This publication is sent to all families. It covers performance data in thirteen areas. It is posted on-line for interested parties.

How we share our successes with other schools

The Mohr School will proudly and eagerly share its successes with other schools. Currently, Mohr is accustomed to relatively frequent visitations from other schools to view aspects of our program. The staff is in-training at this time to become a "lab school" training and demonstration site for an exciting reading comprehension and thinking strategies program from the California Center for Literacy Development. Previous state awards of distinction have given us practice in hosting visitors and making their visit productive and informative.

At the district level, we commonly share our experiences and successes through our administrative Instructional Leadership Team, through the teacher-based Curriculum Committees, through grade-alike collaborations in the district, and by maintaining an open door to all interested parties.

At the regional level, we will offer support to other schools through the Alameda County Office of Education. Workshops, visitations and collaborations with regional groups will be made available.

At the state level, we will happily avail our site to interested people whose intent is to collaborate, learn and share.

On the national level, our site can be offered as a demonstration school for high-performing schools. Even though our school has experienced success in student performance, we are always looking for ways to increase our success. Collaborations with schools of all types gives us the opportunity to explore methods to improve ourselves as well as those with whom we collaborate.

Using our website, we can share ideas and programs that have helped us to achieve at the level we are currently enjoying. We are open to participating in a national on-line bulletin board through which we can connect with interested schools.

PART V – CURRICULUM AND INSTRUCTION

Mohr's curriculum and student engagement

Henry P. Mohr School has in its eight-year life, posted student achievement results that rank well ahead of over 90% of schools in California. Ours is a curriculum that is assessment-based, data driven and developed using educational research and pedagogy. Students, staff, and parent community have collaborated to provide our children with a great educational experience while attending Mohr. Our motto, "Soar At Mohr" adequately describes our mission for students. Hopefully, the strength of our beliefs and practices will come through in this short section.

In kindergarten, students enter our school as a diverse group of students with approximately 40% annually coming from homes where English is not the primary language. Our teachers immediately assess all students for language readiness and develop English language development strategies for those requiring assistance. The kindergarten program is based on a "language-rich" classroom, challenging content standards in reading, writing, math, science, and social studies. At the kindergarten level children begin reading instruction based on assessments of student readiness to read. Math instruction features a highly differentiated program of manipulative-rich, concrete experiences. Writing is a strength of the Mohr program in kindergarten. Students move effectively from directed writing experiences to self-directed writing. Science and social studies instruction includes both content and process skills with emphasis on observation and analysis.

In the first and second grades, teachers continue building on the successes of the kindergarten program to add depth and complexity to each subject. In reading, the skills of fluency, comprehension and thinking skills gain significance, while word recognition skills (phonics and sight word recognition) remain at the center of instruction. In math, we transition students from concrete experiences to more formal processes and abstractions (applied algorithms, mathematical reasoning). Writing becomes increasingly formalized, expanding on writing strategies included in our content standards and across multiple genre. Science and social studies instruction becomes more content-oriented while continuing the observation and analysis skill development. Physical education is formalized through our specialist teacher program that features psychomotor development and personal fitness.

Third grade is a transition year. At this point, reading instruction shifts from an emphasis on word recognition skills (phonics and sight words) and turns to fluency, a broader sense of comprehension and contextual analysis. Strong fluency is developed because of strong word recognition skills. The Accelerated Reader program is used to allow children to read selections at their individual levels. "Core reading" experiences become more complex and enriching, leading to improved vocabulary and "academic language." Writing becomes more formalized as students create more complete pieces of written work across several genre. In math, algebra instruction continues, along with a greater emphasis on complex operations, like fractions, percents, decimals, probability and statistical analysis. Social studies and science content become more specialized, and students begin to do research projects. Technology becomes a more important tool in this area.

In fourth and fifth grades, students are expected to apply the skills and strategies they have acquired in order to become self-directed learners. At this point their skills are generally strong enough for them to begin to explore and construct their own understandings through projects and research assignments. Children are now interacting with their reading at a deep level. Comprehension skill instruction continues with greater expectations from students. The dominance of non-fiction reading in all content areas requires translation of words to content learning. Students become proficient in writing a five paragraph essay in several genre. In mathematics, students use a strong foundation in the basic skills to problem-solve, and they use mathematical reasoning to develop solutions to complex real-world situations. Science instruction becomes more focused in the lab setting where students learn to gain knowledge through observation and drawing conclusions from data.

We have a strong music and arts program that features vocal and instrumental music instruction. Classical art appreciation is featured four times a year with presentations of artists and composers to every student. Foreign language instruction is beginning through the creation of extra-curricular programs in Chinese, French and Spanish.

Mohr's Reading Curriculum

Reading instruction at Mohr School follows a balanced approach. We understand that the reading process in composed of many components including the sensory, perceptual, experiential, linguistic, cognitive and affective. Our program is based on "best practices" and current research.

Our students are capable learners demonstrated by high composite scores in reading. This requires that the staff devise a program that reaches all levels of student achievement while insuring that each student receives a strong foundation in reading skills.

Our reading and language arts program features a mixture of commercial and teacher-developed materials, strategies, and experiences that develops strong readers. We use a state-adopted, standards-aligned basal text program as the basis of our instruction (Houghton-Miflin Reading). Since many students soar above the instruction level of those materials, teachers adopt many other strategies including Guided Reading, Readers' Workshop, Writers' Workshop, a phonics-based spelling program, and word sorts. Our program also features instruction in phonics, phonemic awareness , site word acquisition, and comprehension strategies.

In recent years, the desire to improve reading comprehension skills in our students has become a focus for the staff. Many teachers sought training in the theories of Ellin Keane (Mosaic of Thought) and Stephanie Harvey (Strategies That Work). These ideas spread through the staff to a high level and began to be seen in classrooms. These impressive results have caused our school to seek staff-wide, in-depth

training in these strategies. Students display amazing levels of understanding of written text through the teaching of reading comprehension using this approach. In the future, we hope to become a demonstration school for this valuable teaching methodology.

Each grade level uses a supplemental reading program that encourages recreational reading. We have invested funds to develop classroom libraries for ready access to books. Our school library has an outstanding collection of current literature and non-fiction that provides large numbers of books per student. Our circulation rate is over 16,000 books per year.

A full-time Reading Specialist provides corrective instruction on a pullout basis. She also supports teachers by demonstrating new methods and techniques. "Intervention" classes are offered before and after school for students who are considered "at-risk" for not mastering standards.

Our reading program yields dramatic results. If one factors in the percentage of students (34%) who spend part of their time at Mohr acquiring fluency and proficiency in English, our results gain in stature. We attribute our success to a commitment to a balanced approach, research-based instruction and best practices.

One other curriculum area -Mathematics

Our mathematics curriculum supports Mohr's mission through its adherence to rigorous standards and student success. In our highly technical and math-oriented world, success in mathematical reasoning and problem solving is essential for students. Parent and community expectations are also focused in this area as much as any other subject.

Analysis of math results over the past eight years has shown that students at Mohr have performed at a consistently high level in arithmetic operations. Teachers report that students quickly grasp concepts of numeric operations and move very quickly through that part of the math curriculum. Four years ago, as part of a self-evaluation of our math program, we administered a short assessment that required each child to develop a process for solving an open-ended problem. We discovered that our high-performing students in basic operations were not as strong in mathematical reasoning. As a result, the direction of our teaching changed.

Students in every grade receive a strong program of basic skills in math. In addition, all learning in math incorporates concepts of mathematical reasoning such as probability, statistics, algebra, measurement, geometry and graphing. Students in all grades are required to reflect on their learning to make real-world connections with their learning. They are often asked to write or draw a description of their thinking in the solving of a math problem. Multi-step word problems are a critical part of each unit of instruction. Manipulative materials are used in all aspects of mathematics. Technology applications are used both in the classroom and the Computer Lab.

Students showing abilities beyond the focus of their grade level curriculum are challenged by use of advanced materials, individualized curricula and specific differentiation strategies depending on their grade level. A heavy parent volunteer component makes possible individual attention to both students showing extraordinary abilities and those experiencing difficulties.

Our attention to this important subject has shown results that are a source of extreme pride for Mohr. Particular attention should be paid to gains made by our 5th graders from 2001-02 to present.

The different instructional methods

At Mohr School, we believe that instructional methodology requires constant review and attention. The diversity of our population, both in ethnicity and ability, requires the staff at Mohr to continually reflect on their practices. We recognize that there is no single program or practice that serves the needs of all children. We draw upon many techniques. Our teachers work effectively as teams to make sure that our curriculum and methods flow smoothly between the grades. We are guided by the "best practices" of education.

There is an extremely wide range of instructional practices that meet the needs of our diverse population and are necessary to achieve that success in student progress. A survey of teachers revealed

over 100 distinct strategies used at Mohr in all subjects. Few of them were based solely on the use of an adopted basal text. Enhancement of curriculum is needed in most lessons to include challenges for the high achievers and sheltered approaches for the LEP population. This broad approach is well-articulated to insure consistency of program throughout the school.

In Reading and Language Arts, our major thrust as described earlier, the reading comprehension and thinking initiative includes a wide variety of instructional methods. Students can be seen following a teacher or partner reader by taking notes for later reflection. Students are challenged to make connections with both fiction and non-fiction text to better understand the content. We balance our instruction in reading with extensive instruction in phonological concepts, phonemic awareness, and vocabulary. Fluency in reading is aided by use of a computer-based program called "Read Naturally." Limited English Proficient students are provided with instruction designed to make students proficient in English as well as their primary language through the assistance of specially-credentialed teachers, our reading specialist, and a host of primary language volunteers that we have recruited.

In writing, we have a developmental writing program that focuses on the standards of the grade levels and supports the standards of the following grade. We emphasize both aspects of good writing; effective communication with a rubric-based system and a strong writing skills continuum to insure good mechanics of writing. Programs in use include elements of the Bay Area Writing Project, Six Traits Writing, and the El Cajon District (CA) Writing Program.

Our Mathematics program features a strong program balanced in strategies that not only teach the core skills of math computation, but an equally strong problem-solving and applications program. Students typically write an explanation of their thinking whether in written or pictorial form so the teachers can adequately assess a student's mastery of concepts. The program spirals through the grades through daily practice on previously learned skills (Daily Oral Math), developmental instruction and frequent hands-on/concrete instruction (Marcy Cook and Marilyn Burns strategies). Technology is extensively used in supporting teacher instruction. One additional feature is a math/literature connection that links reading topics and math activities.

In Science and Social Studies students use many of the strategies in the reading program to learn the content of these subjects. Note-taking skills start in first grade. Work on identification of important details is a feature of our reading comprehension program and is incorporated into Science and Social Studies. Project-based learning can be found in social studies activities through the grades. An example would be for groups of second grade children to jointly study and chart the characteristics of immigrant families. The science program features a weekly "lab" experience where children work in groups to gain knowledge.

Through all of our efforts, a strong Character Education component is woven. The traits of Respect, Responsibility, Integrity, Honesty, Self-Discipline and Compassion are featured in almost everything we do. A recent book bought for every classroom, The Empty Pot, teaches a lesson about honesty and the rewards possible for being honest. Every child in the school heard the story and discussed its implications for them.

Mohr's professional development program

Mohr School is fortunate to be in a school district that places a very high priority in teacher quality and training. In times of budget reductions, the Pleasanton district has maintained its commitment to strong professional development. We enjoy a wide range of current training offerings both from outside staff developers as well as our own staff of experts. This commitment extends dramatically to the support enjoyed by our new teachers through our two-year teacher induction program that brings direct professional mentors to stand beside the new teacher and develop them into successful practitioners of the art of teaching.

At Mohr, the staff takes maximum advantage of these training offerings. Often, attendance logs of after school and weekend classes show a strong representation of Mohr teachers. Our staff believes that good training does not end when the workshop is over. Through our grade teams, that training is shared with others, and those strategies deemed useful to Mohr's program are implemented through the school.

Professional development at Mohr is strongly supported. Our plan for school improvement each year supports an average of $20,000 in expenditures for training and implementation of training. Some of the activities that have been conducted include the following:

- Book Clubs – These feature teachers sharing their expertise and newly-learned knowledge from a class through discussion groups using a book of strategies and techniques for teaching. Clubs are often 6-8 session in-services conducted after school hours. Recent clubs have used books such as Mosaic of Thought (Keene), Strategies That Work (Harvey), Reading With Meaning (Miller) and The Art of Teaching Reading (Calkins).
- Best Practices—This district supported program has resulted in every teacher in grades K-5 being able to learn and share ideas with district colleagues about the best current practices in the area of Reading/Language Arts.
- Team Collaboration—Three times per year, grade level teams and cross-grade teams are given the opportunity and financial resources to meet together to coordinated and articulate their programs. This makes our total program more consistent and seamless between grades. Often, curriculum auditing activities are conducted that help teachers plan their programs around previous learning of students.

PART VII - ASSESSMENT RESULTS

STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 2
ENGLISH-LANGUAGE ARTS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. We have provided our district rubric for our definitions of basic, proficient and advanced. It can be located at the end of this section to aid in understanding of scores. Certain group scores are not available beyond three years. Subgroup scores only reported to districts as shown.

Grade 2-English-Language Arts	**2003-04**	**2002-03**	**2001-02**	2000-01
Test Month	**May**	**May**	**May**	May
SCHOOL SCORES				
% At Advanced	**44**	**46**	**38**	32
% At or Above Proficient	**83**	**84**	**78**	78
% At or Above Basic	**99**	**98**	**96**	94
% At or Above Below Basic	**99**	**99**	**99**	99
% At or Above Far Below Basic	**100**	**100**	**100**	100
Number of Students Tested	**120**	**100**	**117**	118
Percent of total students tested	**100**	**100**	**98**	99
Number of students alternately assessed	**0**	**0**	**3**	2
Percent of students alternately assessed	**0**	**0**	**2**	2
SUBGROUP SCORES				
1. White/Non-Hispanic				
% At or Above Proficient	**81**	**81**	**77**	N/A
Number of students tested	**48**	**48**	**65**	N/A
2 Asian				
% At or Above Proficient	**85**	**94**	**82**	N/A
Number of students tested	**61**	**35**	**44**	N/A
STATE SCORES				
% At Advanced	**12**	**12**	**9**	N/A
% At or Above Proficient	**35**	**36**	**32**	N/A
% At or Above Basic	**65**	**68**	**63**	N/A
% At or Above Below Basic	**87**	**87**	**85**	N/A
% At or Above Far Below Basic	100	100	100	N/A

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 3
ENGLISH-LANGUAGE ARTS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Certain group scores are not available beyond three years. Subgroup scores only reported to districts as shown.

Grade 3-English-Language Arts	2003-04	2002-03	2001-02	2000-01
Test Month	**May**	**May**	**May**	May
SCHOOL SCORES				
% At Advanced	**37**	**44**	**48**	38
% At or Above Proficient	**78**	**80**	**80**	84
% At or Above Basic	**94**	**96**	**96**	99
% At or Above Below Basic	**99**	**99**	**100**	100
% At or Above Far Below Basic	**100**	**100**	**100**	100
Number of Students Tested	**99**	**118**	**119**	118
Percent of total students tested	**100**	**99**	**99**	98
Number of students alternately assessed	**0**	**1**	**1**	3
Percent of students alternately assessed	**0**	**1**	**1**	2
SUBGROUP SCORES				
1. White/Non-Hispanic				
% At or Above Proficient	**72**	**79**	**76**	N/A
Number of students tested	**46**	**63**	**62**	N/A
2 Asian				
% At or Above Proficient	**95**	**85**	**82**	N/A
Number of students tested	**37**	**41**	**49**	N/A
STATE SCORES				
% At Advanced	**9**	**10**	**11**	9
% At or Above Proficient	**30**	**33**	**34**	30
% At or Above Basic	**61**	**63**	**62**	59
% At or Above Below Basic	**83**	**84**	**85**	84
% At or Above Far Below Basic	100	100	100	100

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 4
ENGLISH-LANGUAGE ARTS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Certain group scores are not available beyond three years. Subgroup scores only reported to districts as shown.

Grade 4-English-Language Arts	2003-04	2002-03	2001-02	2000-01
Test Month	**May**	**May**	**May**	May
SCHOOL SCORES				
% At Advanced	**48**	**55**	**53**	32
% At or Above Proficient	**82**	**82**	**86**	73
% At or Above Basic	**97**	**93**	**100**	99
% At or Above Below Basic	**99**	**96**	**100**	99
% At or Above Far Below Basic	**100**	**100**	**100**	100
Number of Students Tested	**131**	**134**	**133**	122
Percent of total students tested	**100**	**99**	**97**	94
Number of students alternately assessed	**0**	**1**	**2**	5
Percent of students alternately assessed	**0**	**1**	**1**	4
SUBGROUP SCORES				
1. White/Non-Hispanic				
% At or Above Proficient	**81**	**74**	**82**	N/A
Number of students tested	**67**	**68**	**76**	N/A
2 Asian				
% At or Above Proficient	**94**	**93**	**92**	N/A
Number of students tested	**47**	**55**	**49**	N/A
STATE SCORES				
% At Advanced	**16**	**15**	**14**	11
% At or Above Proficient	**39**	**39**	**36**	33
% At or Above Basic	**73**	**74**	**71**	66
% At or Above Below Basic	**91**	**92**	**90**	87
% At or Above Far Below Basic	100	100	100	100

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 5
ENGLISH-LANGUAGE ARTS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Certain group scores are not available beyond three years. Subgroup scores only reported to districts as shown.

Grade 5-English-Language Arts	2003-04	2002-03	2001-02	2000-01
Test Month	**May**	**May**	**May**	May
SCHOOL SCORES				
% At Advanced	**53**	**42**	**29**	32
% At or Above Proficient	**89**	**84**	**69**	73
% At or Above Basic	**99**	**98**	**97**	99
% At or Above Below Basic	**100**	**99**	**100**	99
% At or Above Far Below Basic	**100**	**100**	**100**	100
Number of Students Tested	**131**	**132**	**130**	109
Percent of total students tested	**100**	**100**	**99**	90
Number of students alternately assessed	**0**	**0**	**1**	7
Percent of students alternately assessed	**0**	**0**	**1**	7
SUBGROUP SCORES				
1. White/Non-Hispanic				
% At or Above Proficient	**87**	**86**	**68**	N/A
Number of students tested	**61**	**76**	**80**	N/A
2 Asian				
% At or Above Proficient	**93**	**88**	**69**	N/A
Number of students tested	**60**	**43**	**42**	N/A
STATE SCORES				
% At Advanced	**16**	**10**	**9**	7
% At or Above Proficient	**40**	**36**	**31**	28
% At or Above Basic	**71**	**72**	**71**	66
% At or Above Below Basic	**87**	**90**	**91**	88
% At or Above Far Below Basic	100	100	100	100

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 2
MATHEMATICS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Subgroup scores only reported to districts as shown.

Grade 2- Mathematics	2003-04	2002-03	2001-02
Test Month	**May**	**May**	May
SCHOOL SCORES			
% At Advanced	**75**	**71**	66
% At or Above Proficient	**94**	**91**	91
% At or Above Basic	**100**	**99**	98
% At or Above Below Basic	**100**	**99**	100
% At or Above Far Below Basic	**100**	**100**	100
Number of Students Tested	**120**	**100**	118
Percent of total students tested	**100**	**100**	98
Number of students alternately assessed	**0**	**0**	0
Percent of students alternately assessed	**0**	**0**	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At or Above Proficient	**94**	**88**	94
Number of students tested	**48**	**48**	60
2 Asian			
% At or Above Proficient	**97**	**100**	87
Number of students tested	**61**	**35**	44
STATE SCORES			
% At Advanced	**23**	**24**	16
% At or Above Proficient	**51**	**53**	43
% At or Above Basic	**76**	**76**	68
% At or Above Below Basic	**95**	**96**	90
% At or Above Far Below Basic	100	100	100

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 3
MATHEMATICS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Subgroup scores only reported to districts as shown.

Grade 3- Mathematics	2003-04	2002-03	2001-02
Test Month	**May**	**May**	May
SCHOOL SCORES			
% At Advanced	**65**	**58**	47
% At or Above Proficient	**87**	**90**	84
% At or Above Basic	**97**	**98**	95
% At or Above Below Basic	**100**	**100**	100
% At or Above Far Below Basic	**100**	**100**	100
Number of Students Tested	**120**	**118**	117
Percent of total students tested	**100**	**100**	98
Number of students alternately assessed	**0**	**0**	3
Percent of students alternately assessed	**0**	**0**	2
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At or Above Proficient	**83**	**90**	71
Number of students tested	**46**	**63**	62
2 Asian			
% At or Above Proficient	**100**	**95**	90
Number of students tested	**37**	**41**	49
STATE SCORES			
% At Advanced	**21**	**19**	12
% At or Above Proficient	**48**	**46**	38
% At or Above Basic	**73**	**71**	65
% At or Above Below Basic	**96**	**93**	91
% At or Above Far Below Basic	100	100	100

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 4
MATHEMATICS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Subgroup scores only reported to districts as shown.

Grade 4- Mathematics	2003-04	2002-03	2001-02
Test Month	**May**	**May**	May
SCHOOL SCORES			
% At Advanced	**52**	**45**	52
% At or Above Proficient	**87**	**81**	85
% At or Above Basic	**95**	**95**	99
% At or Above Below Basic	**100**	**98**	100
% At or Above Far Below Basic	**100**	**100**	100
Number of Students Tested	**131**	**133**	128
Percent of total students tested	**100**	**99**	96
Number of students alternately assessed	**0**	**0**	4
Percent of students alternately assessed	**0**	**0**	3
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At or Above Proficient	**85**	**71**	83
Number of students tested	**67**	**68**	76
2 Asian			
% At or Above Proficient	**100**	**95**	90
Number of students tested	**47**	**55**	49
STATE SCORES			
% At Advanced	**18**	**18**	13
% At or Above Proficient	**45**	**45**	37
% At or Above Basic	**73**	**72**	67
% At or Above Below Basic	**97**	**93**	93
% At or Above Far Below Basic	100	100	100

CALIFORNIA STANDARDIZED TESTING AND REPORTING
HENRY P. MOHR ELEMENTARY SCHOOL
GRADE 5
MATHEMATICS CRITERION REFERENCED TEST SCORES

The following table contains data from the CST, California Standards Test. The test is the major part of the statewide STAR assessment system that has been in place for four years in English/Language Arts and three years in math. Subgroup scores only reported to districts as shown.

Grade 5- Mathematics	2003-04	2002-03	2001-02
Test Month	**May**	**May**	May
SCHOOL SCORES			
% At Advanced	**53**	**49**	27
% At or Above Proficient	**92**	**90**	68
% At or Above Basic	**97**	**97**	94
% At or Above Below Basic	**100**	**100**	99
% At or Above Far Below Basic	**100**	**100**	100
Number of Students Tested	**131**	**132**	130
Percent of total students tested	**100**	**100**	99
Number of students alternately assessed	**0**	**0**	1
Percent of students alternately assessed	**0**	**0**	1
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At or Above Proficient	**89**	**89**	64
Number of students tested	**61**	**76**	80
2. Asian			
% At or Above Proficient	**97**	**98**	76
Number of students tested	**60**	**43**	42
STATE SCORES			
% At Advanced	**12**	**10**	7
% At or Above Proficient	**38**	**35**	29
% At or Above Basic	**65**	**61**	59
% At or Above Below Basic	**90**	**87**	90
% At or Above Far Below Basic	100	100	100

CALIFORNIA ACHIEVEMENT TEST, 6TH EDITION
NORMED-REFERENCE TESTING RESULTS

HENRY P. MOHR ELEMENTARY SCHOOL

Mohr School participates in the California Achievement Test, 6th Edition (CAT/6) of the STAR testing program. Although, the California Standards Test portion of the STAR is the most used data for program improvement, we also watch our growth on the achievement test to compare our performance to national norms. The CAT/6 has been used for two years.

NPR's	**Reading**		**Mathematics**		**Language**		**Spelling**	
	2003	**2004**	**2003**	**2004**	**2003**	**2004**	**2003**	2004
GRADE 2	**79**	**77**	**95**	**92**	**83**	**82**	**83**	88
GRADE 3	**76**	**75**	**90**	**88**	**78**	**79**	**82**	79
GRADE 4	**71**	**70**	**79**	**86**	**76**	**78**	**84**	84
GRADE 5	82	80	92	89	84	84	80	82

Proficiency Rubric
California Standards Test (CST)

Proficiency Level	Proficiency level with respect to the California standards
Advanced	Distinguished achievement. In-depth understanding of academic knowledge and skills tested and exceeds the grade level expectation.
Proficient	Competent level of achievement in the academic knowledge and skills tested and meets the grade level expectation.
Basic	Somewhat competent in the academic knowledge and skills tested and partially meets the grade level expectation.
Below Basic	Limited achievement in the academic knowledge and skills tested and does not meet the grade level expectation.
Far Below Basic	Minimal achievement in the academic knowledge and skills tested and does not meet the grade level expectation.

NOTE

This table is provided to explain relative distinctions between the levels of proficiency that are describes in the California Standards Test. It is not an official state document, rather it is a guideline that we have used to better understand the proficiency designations.